



RIGOR and RELEVANCE FRAMEWORK OVERVIEW

Human Resources Professional Development Services



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**This presentation is brought to you by
HR/Professional Development Services**

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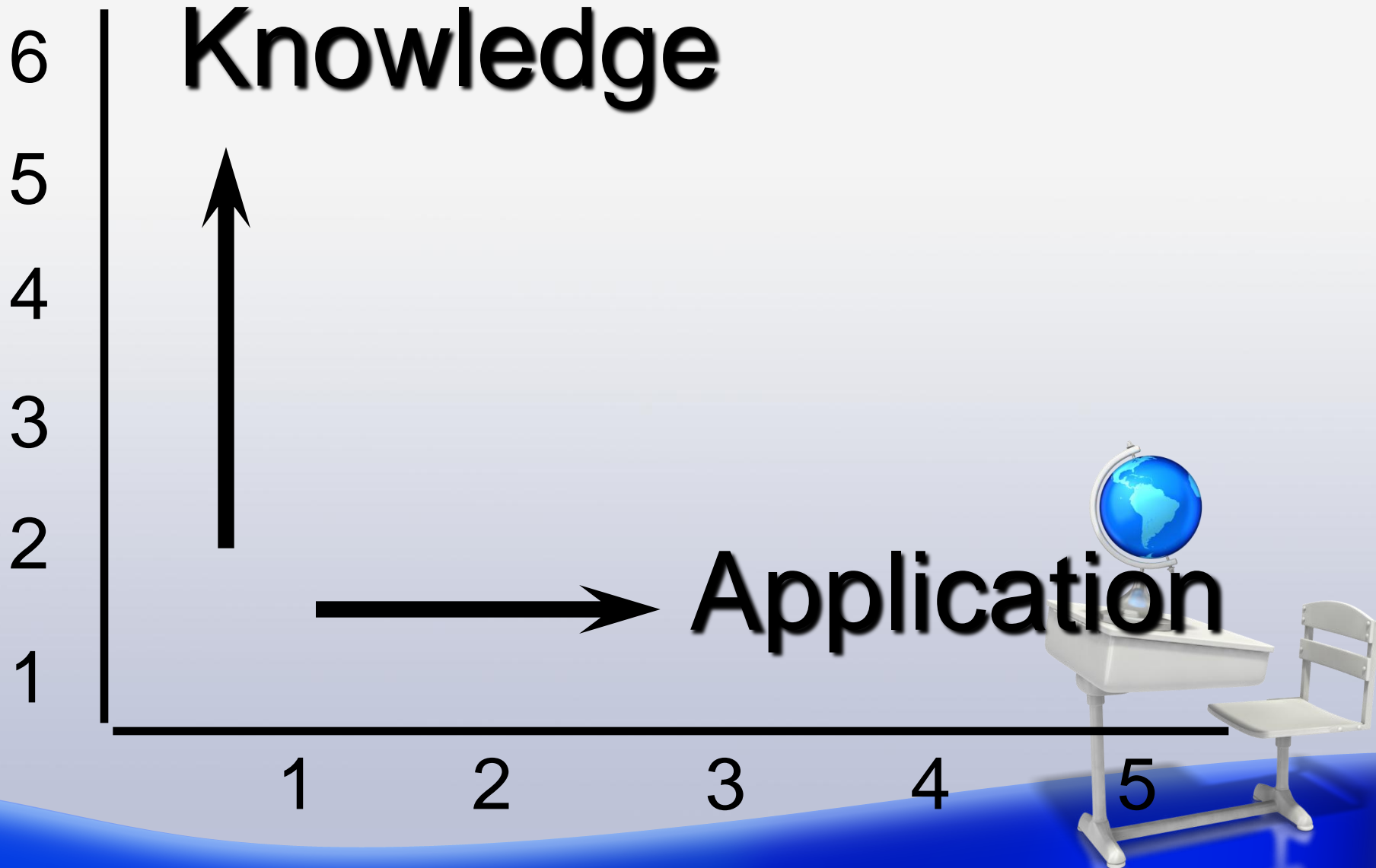


GUIDING QUESTIONS

- ❖ What are the meanings of rigor, relevance, engagement, and respectful relationships?
- ❖ How do you effectively apply rigor and relevance in the classroom?
- ❖ How do you create lessons using the Rigor and Relevance Framework?



RIGOR/RELEVANCE FRAMEWORK



Setting the Levels of Knowledge

- *How rigorous is our instruction?*
- Based on Bloom's Taxonomy
- Six levels of knowledge
- Our goal as educators is to challenge students and create learning opportunities that are in all six levels
- Our ultimate goal is to reach level six as often as possible



Setting the Level of Knowledge

Knowledge Level

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Example- Roller Skating

1. Identify Equipment
2. Explain safety precautions
3. Roller skate on level ground and hills
4. Examine skills and weaknesses
5. Develop a plan for improvement
6. Assess someone else's skills



Setting the Level of Knowledge

Knowledge Level

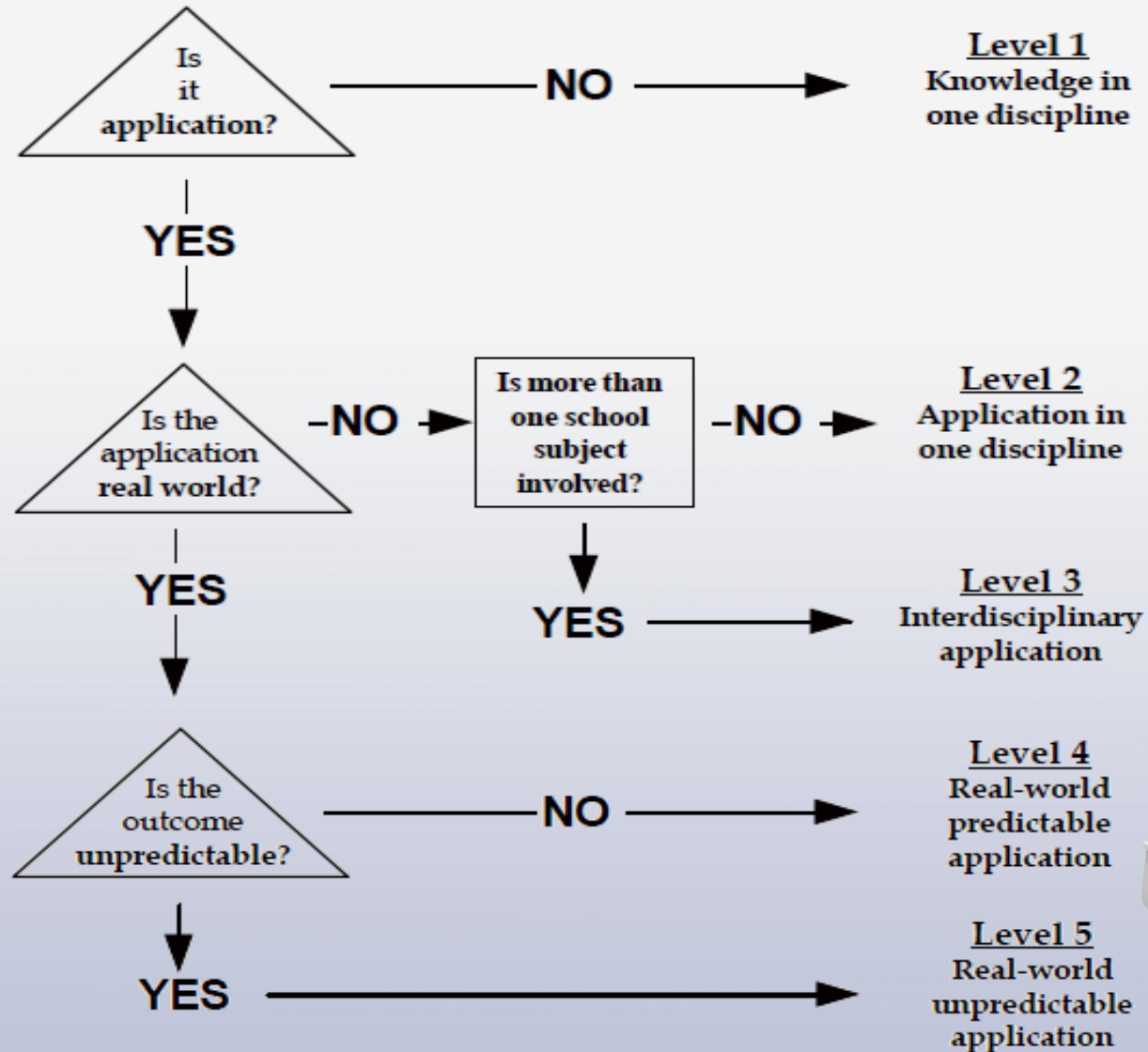
1. Knowledge
2. Comprehension
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6. Evaluation

Example- Recycling

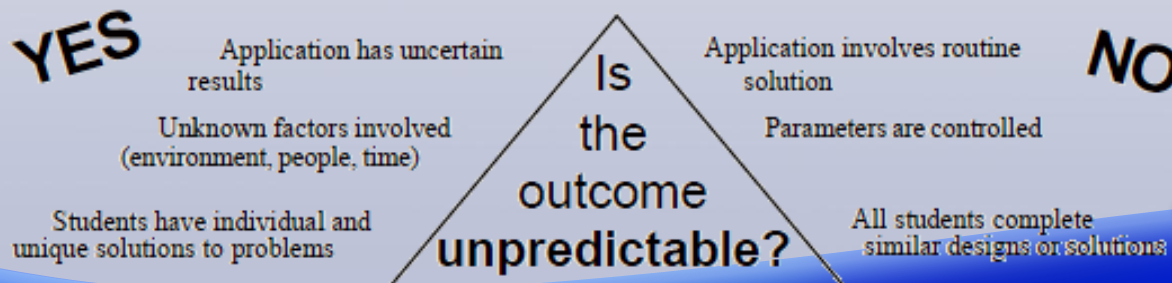
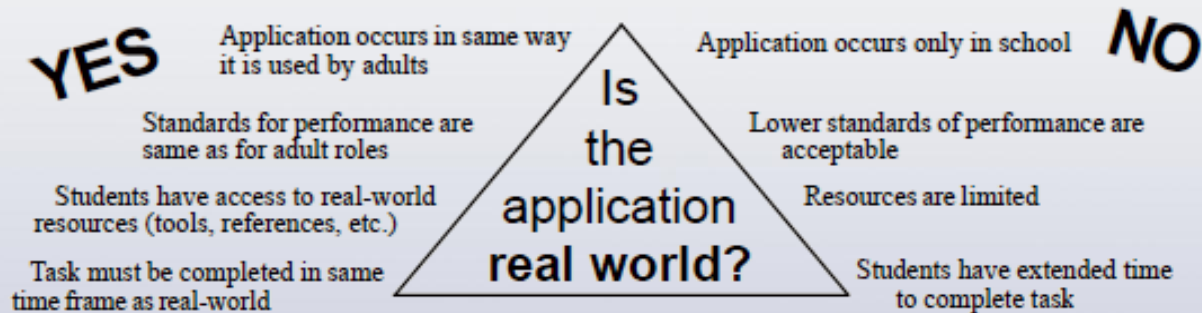
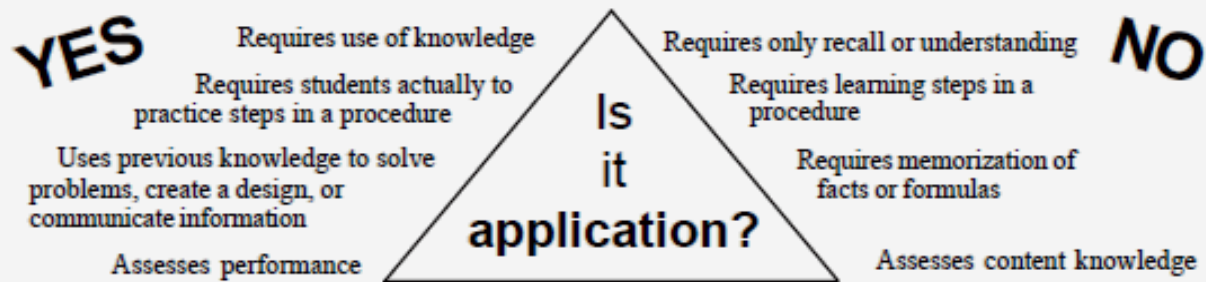
1. Find all of the items that are recyclable from the box.
2. Explain why recycling is useful.
3. Recycle at home.
4. Survey friends and family to see who recycles.
5. Create a recycling system in your classroom.
6. Assess our community's recycling system.



Application Model Decision Tree



Application Model Decision Tree



Setting the Levels of Application

- *How relevant is our instruction?*
- Five Levels of Application
- Our goal as educators is to prepare our students for the real-world so we need to give them many opportunities to practice real-world problems.
- By forming strong relationships with our students, we will understand what it takes to make our instruction more relevant.



Setting the Levels of Application

Application Levels

1. Knowledge in one discipline
2. Apply in discipline
3. Apply across discipline
4. Apply to real-world predictable situations
5. Apply to real-world unpredictable situations

Example- Roller Skating

1. Write the steps needed to roller skate.
2. Roller skate in one direction at the skating rink.
3. Roller skate and bounce a basketball simultaneously.
4. Roller skate while delivering hamburgers to parked cars.
5. Roller skate along a new path with unknown turns and twists.



Setting the Levels of Application

Application Levels

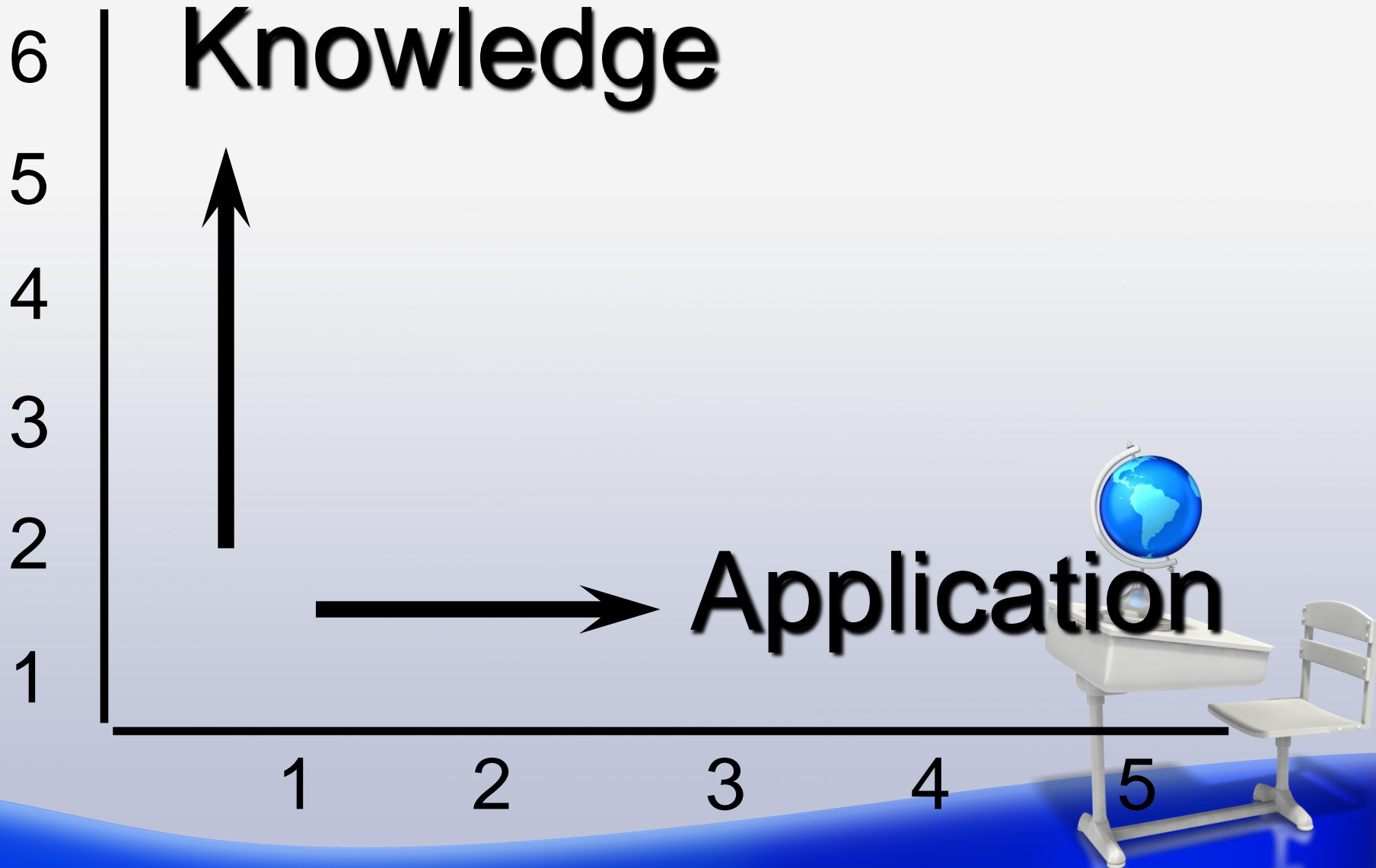
1. Knowledge in one discipline
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Example- Recycling

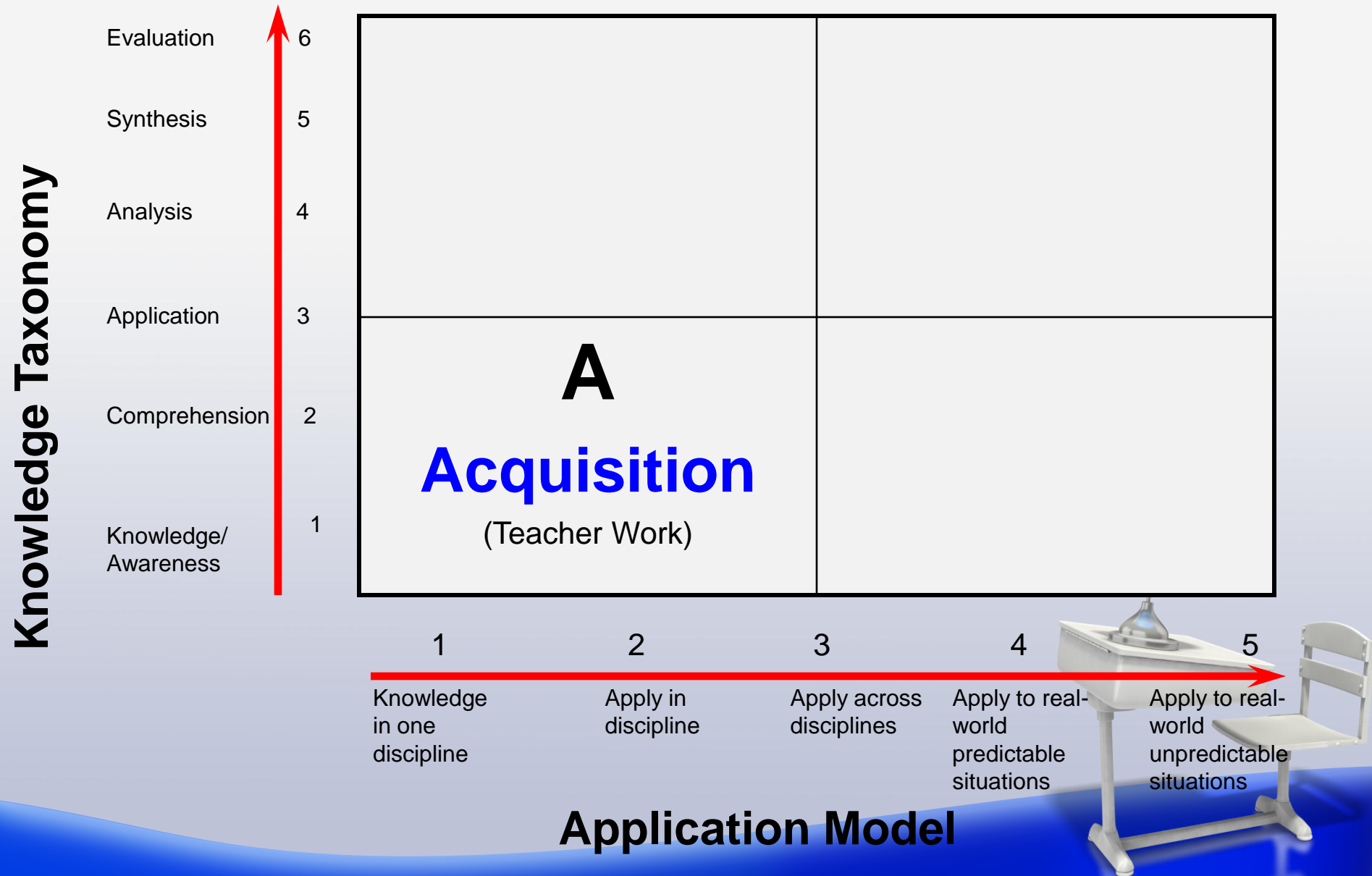
1. Understand recycling and how to recycle.
2. Recycle paper, glass, aluminum, and plastic items.
3. Count your items and order your totals from least to greatest.
4. Create and design a recycling system to be used in **your** school.
5. Be able to argue to parents, other students, and community members the benefits of recycling over trash.



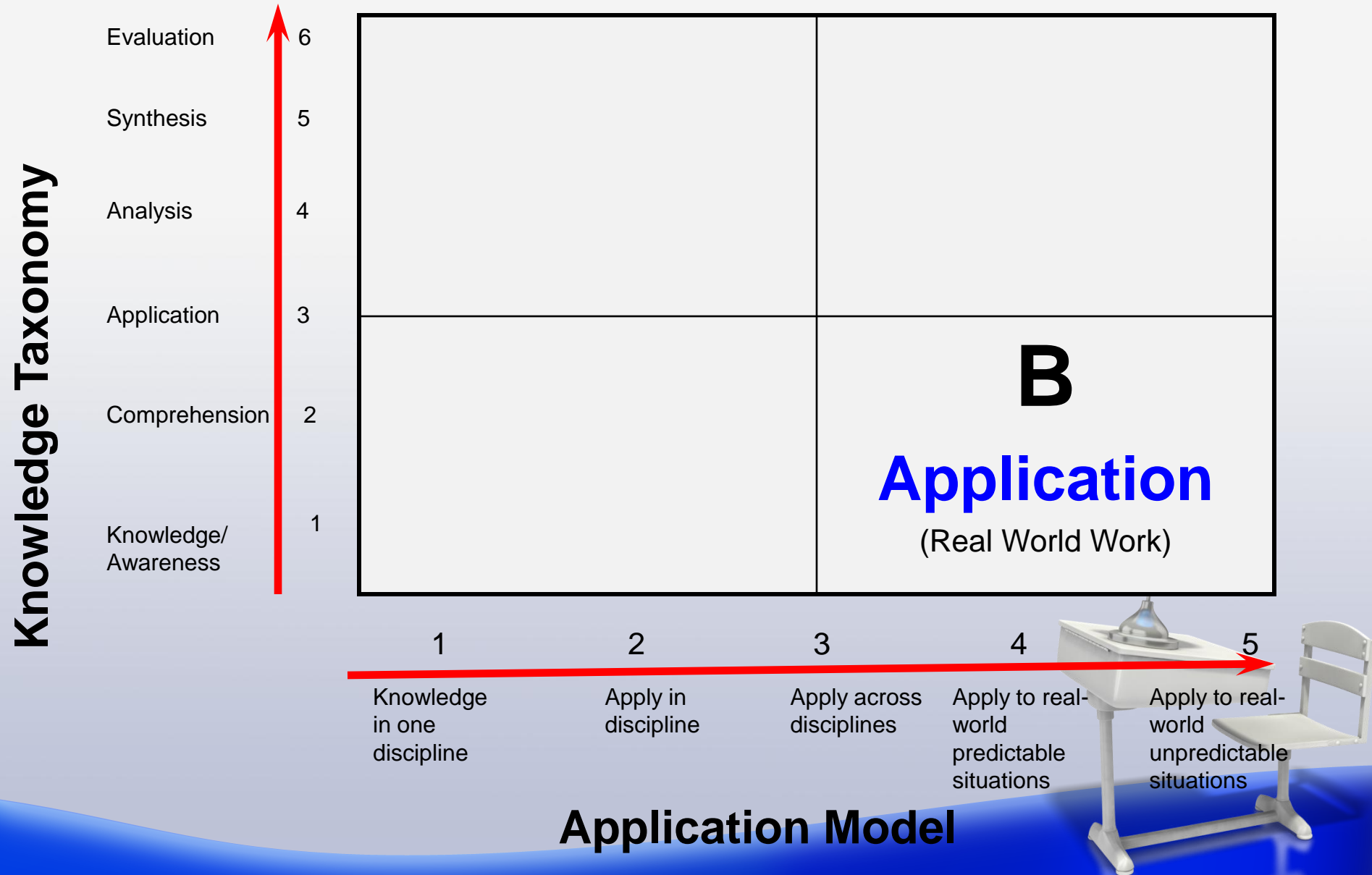
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RIGOR/RELEVANCE FRAMEWORK



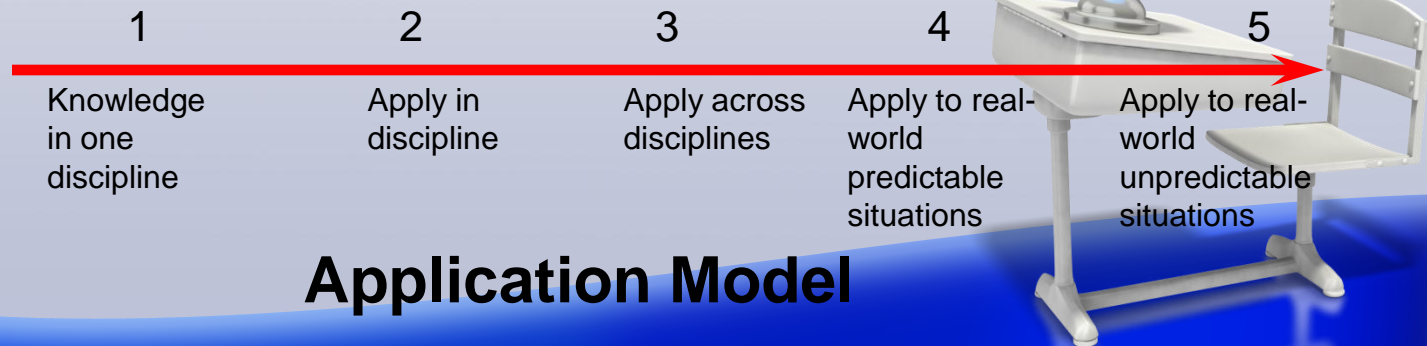
RIGOR/RELEVANCE FRAMEWORK



RIGOR/RELEVANCE FRAMEWORK

Knowledge Taxonomy

Evaluation	6	C Assimilation (Student Thinks in Complex Ways)	
Synthesis	5		
Analysis	4		
Application	3		
Comprehension	2		
Knowledge/ Awareness	1		



Application Model

Knowledge Taxonomy

6

5

4

3

2

(Student Thinks and Works)

1

2

3

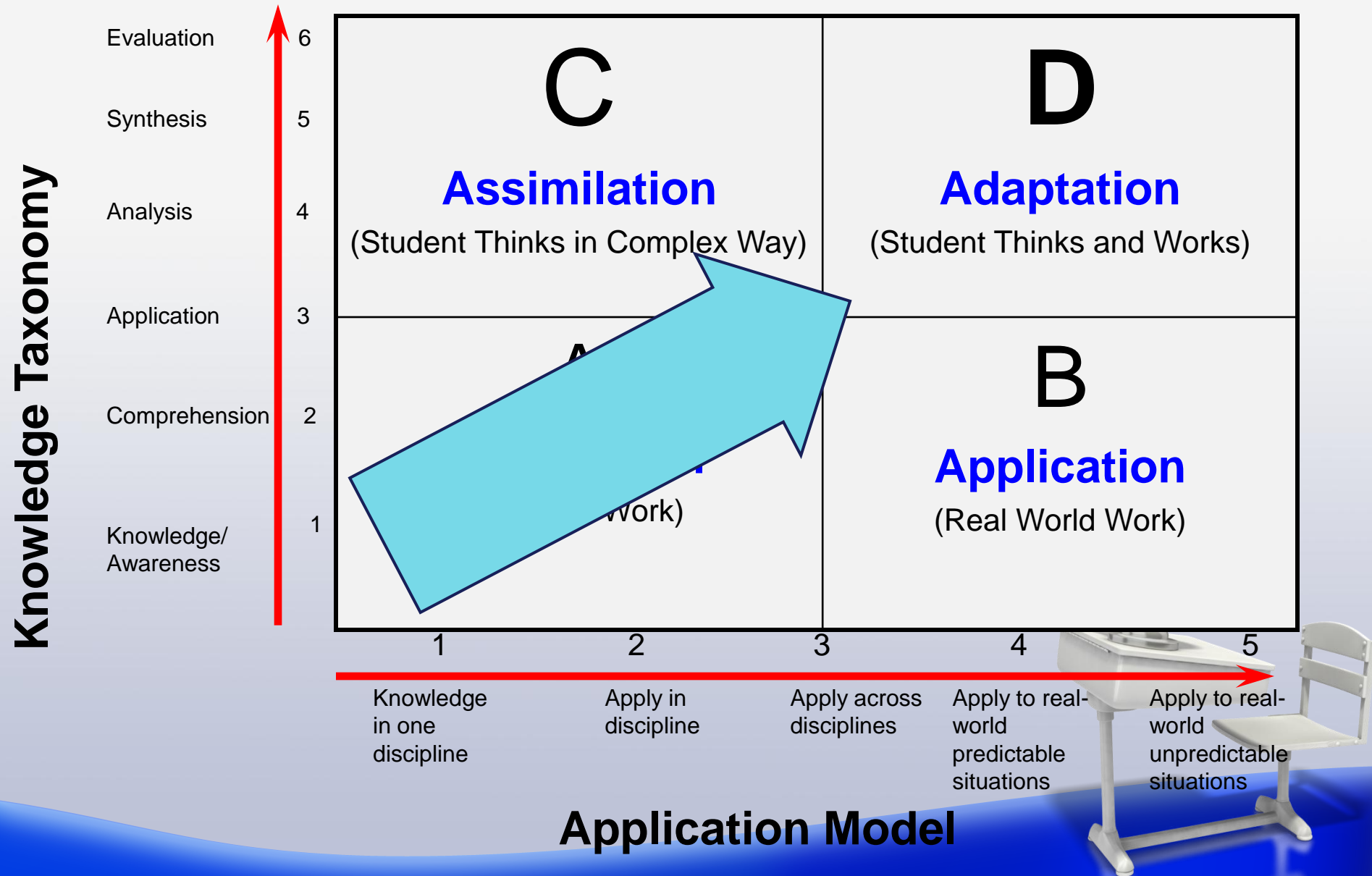
4

5

Apply to real-world unpredictable situations

Application Model

RIGOR/RELEVANCE FRAMEWORK



RIGOR/RELEVANCE FRAMEWORK

6

- Determine the largest rectangular area.

5

- Describe similarities and differences between grouping models and array models.

4

3

2

- Identify the square prisms
- Classify the pyramids.

1

A

- Obtain historical data about local weather to predict the chance of snow, rain, or sun during year.
- Test consumer products and illustrate the data graphically.
- Plan a large school event and calculate resources (food, decorations, etc.) you need to organize and hold this event.

D

- Tour the school building and identify examples of three dimensional geometric figures..
- Organize and display collected data, using appropriate tables, charts, or graphs.

B

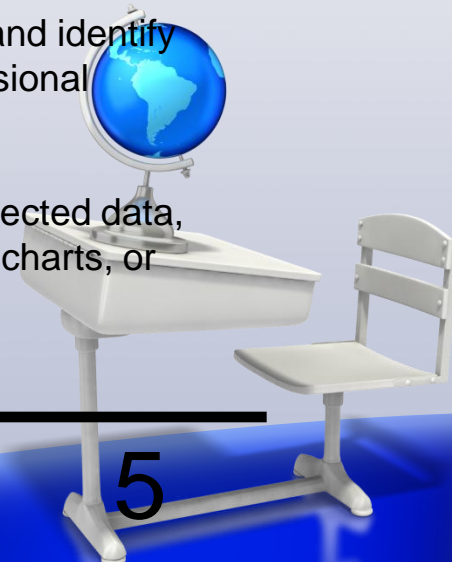
1

2

3

4

5



APPLICATION PLANNING SESSION



“ If you don’t know exactly where you are headed
then any road can get you there”

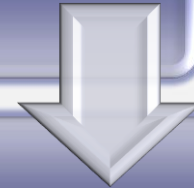
(McTighe, 2005)



UbD: Stages of Backward Design

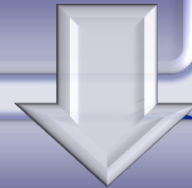
1

- Identify desired results



2

- Determine acceptable evidence



3

- Plan learning experience and instruction

UbD applies regardless of the learning goals

(McTighe, 2005)



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Thank you for your participation!

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